DOCUMENT RESUME

ED 325 713 CE 056 303

TITLE	Family Living and Parenthood. Performance Objectives and Criterion-Referenced Test Items.
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	Apr 90
NOTE	76p.; For related documents, see ED 318 855-858 and CE 056 301-305.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 40-7150-E: $5.10).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; Careers; Communication Skills; *Competency Based Education; *Criterion Referenced Tests; Entry Workers; *Family Life; Home Economics; Job Skills; Leadership; *Parenthood Education; Postsecondary Education; Secondary Education; Self Concept; Small Businesses; State Curriculum Guides; Student Organizations; *Test Items
IDENTIFIERS	Missouri

ABSTRACT

This guide was developed to assist home economics teachers in implementing the Missouri Vocational Instructional Management System into the home economics curriculum at the local level through a family living and parenthood semester course. The course contains a minimum of two performance objectives for each competency developed and validated by teachers with expertise in the area of family living and parenthood and one criterion-referenced test item developed and validated for each performance objective. Each performance objective consists of a given, a task, and criteria for successful completion of the task. Test item formats include true/false, multiple choice, and matching; answers are provided. Performance objectives and test items are provided for the following competencies: appreciating strategies for developing a positive self-concept; identifying communication skills; appreciating types of life-styles; appreciating factors influencing decisions and choices related to parenting; recognizing careers in family living and parenthood; identifying types of small businesses; and developing leadership through Future Homemakers of America. A 12-item resource list is also included. (KC)

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Performance Objectives and Criterion-Referenced Test Items

Family Living and Parenthood

CE 056 303

U.S. DEPARTMENT OF EDUCATION

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FAMILY LIVING AND PARENTHOOD

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
April 1990

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

Development of Performance Objectives and Criterion-Referenced Test Items was a collaborative effort involving the talents, time, and cooperation of many individuals. Appreciation for the many hours of hard work is extended to each participant.

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FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help instructors and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Family Living and Parenthood semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Family Living and Parenthood semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of family living and parenthood. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Family Living and Parenthood.

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K. Thompson, Patricia J., Judy A. Jax and Janet D. Kiser. Resources for Living. St. Paul, MN: EMC Publishing, 1987.

L. Urich-Hagner, Linda, Margaret Andrews and Mary Straug-Cooke. Decisions in Action. West Chicago, IL: Southwestern Publishing Company, 1988.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 1 Evaluate needs, wants, values, short- and long-term goals

Performance Objective:

Given: Given vocabulary terms,

Task: the student identifies definitions of needs, wants, values, short- and long-term goals

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the definition with its term.

TERMS			DEFINITIONS	
d	1.	value	a.	something that a person must have to survive
f	2.	goal	b.	an aim to be achieved in a limited amount of time
e	3.	long-term goal	c.	item that is desired
a	4.	need	d.	a belief or feeling that someone or something is worthwhile
c	5.	want	e.	an aim to be achieved over a long period of time
b	6.	short-term goal	f.	an end or aim toward which effort is directed

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 1 Evaluate needs, wants, values, short- and long-term goals

Performance Objective:

Given: Given a situation,

Task: the student determines the influence of needs, wants, values, short- and long-term goals on positive self-concept

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jean loves basketball. She decided to practice 2 hours daily for 6 months. After 6 months, she tried out for the team and made it. Which influenced her self-concept?

a. wants

b. * short-term goals

c. needs

d. long-term goals

(NOTE: * represents correct response)

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 2 Analyze factors influencing personality development

Performance Objective:

Given: Given a statement,

Task: the student recognizes factors influencing personality development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Abraham Maslow suggested that each stage of personal growth includes a "crisis" or central problem that must be solved before personal development can continue successfully.

T 2. Because personality develops as a result of the amount and type of interaction with others, family members become crucial to each other.

F 3. Psychologists agree that parental skills are more important than parental attitudes about life, in raising a child who feels secure and good about himself.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 2 Analyze factors influencing personality development

Performance Objective:

Given: Given a statement,

Task: the student recognizes factors influencing personality development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Enriching experiences in an educational setting are an example of a hereditary factor influencing personality.

T 2. A child raised with approval and support is an example of a environmental factor influencing personality.

T 3. Your sex gender is a hereditary factor influencing personality development.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 2 Analyze factors influencing personality development

Performance Objective:

Given: Given a list of statements,

Task: the student recognizes factors influencing personality development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Having an adult present who is willing to meet everyday needs of the youngster is important in the building of a good self-concept.

F 2. A child who lives with criticism and little praise will have good feelings of self-worth.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 3 Describe personal feelings, attitudes, and interests

Performance Objective:

Given: Given a list,

Task: the student recognizes the influences of personal feelings, attitudes, and interests on the development of a positive self-concept

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the description with its term.

	TERMS		DESCRIPTIONS	
e	1.	stereotypes	a.	a feeling that should be expressed in ways that won't hurt others or damage your self-image
f	2.	laughter		
g	3.	anxiety	b.	when feeling sorry for yourself, get involved in activities that interest or challenge you
a	4.	anger		
d	5.	jealousy	c.	interest that helps to reduce tension
b	6.	self-pity	d.	when you fear loss, don't be afraid to share with friends and get involved
			e.	an attitude that places people in a category that can be overcome by being fair-minded
			f.	great tension reliever
			g.	unnecessary worries that can be reduced by concentrating on past successes

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 3 Describe personal feelings, attitudes, and interests

Performance Objective:

Given: Given a situation,

Task: the student develops a strategy for improving personal feelings, attitudes, and interests

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

John feels he is too fat. Which is a positive strategy for overcoming this feeling?

a. "So what, fat people are more fun."

b. "Fatness is okay, I'll make a better football player."

c. "I will skip breakfast and lunch, that will take off the pounds."

d. * "I'll schedule an exercise program and plan nutritional low-calorie menus."

(NOTE: * represents correct response)

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 3 Describe personal feelings, attitudes, and interests

Performance Objective:

Given: Given a statement,

Task: the student determines the influences of personal feelings, attitudes, and interests on the development of a positive self-concept

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The feeling of being too fat or too thin can negatively influence personality growth.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 4 Describe methods for determining priorities

Performance Objective:

Given: Given a statement,

Task: the student defines priorities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Priorities are the relative weights a person gives to needs, values, wants, or goals.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 4 Describe methods for determining priorities

Performance Objective:

Given: Given a situation,

Task: the student identifies methods of determining priorities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the priority with the likely situation.

	SITUATIONS	PRIORITIES
b 1.	you like solitude, so you eat alone, rather than with friends	a. needs b. values
d 2.	you find a summer job rather than take a vacation	c. wants d. goals
a 3.	you're hungry, so you eat at midnight rather than go to sleep	e. attitudes
c 4.	the blue shoes go better with your wardrobe, but you buy the red shoes since they're more attractive	

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 4 Describe methods for determining priorities

Performance Objective:

Given: Given a statement,

Task: the student defines the term priorities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Giving a rating or ranking to needs, values, wants, or goals is called prioritizing.

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 5 Appraise strategies for promoting growth and maturity

Performance Objective:

Given: Given a statement,

Task: the student recognizes growth strategies

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What type of growth is developed by allowing a child to practice thinking by using blocks and puzzles?

a. * intellectual

b. social

c. emotional

d. physical

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 5 Appraise strategies for promoting growth and maturity

Performance Objective:

Given: Given a choice,

Task: the student recognizes the type of growth influenced by a stated task

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which type of growth development is related to learning numbers, letters, shapes, and colors that will be important later in schoolwork?

a. * intellectual

b. physical

c. social

d. emotional

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: A Appreciating Strategies for Developing a Positive Self-Concept

Task: 5 Appraise strategies for promoting growth and maturity

Performance Objective:

Given: Given a situation,

Task: the student identifies ways to promote growth and maturity

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Failure to provide a swing set or jungle gym may discourage which type of growth?

a. intellectual

b. social

c. emotional

d. * physical

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: B Identifying Communication Skills

Task: 1 Describe influences upon family and peer communication

Performance Objective:

Given: Given a list,

Task: the student identifies levels of communication

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the level of communication with the situation it represents.

	SITUATIONS	LEVELS
c	1. I think Mr. Skinner should give the sales assignments earlier in the week.	a. casual conversation
d	2. Jean confides that she is nervous about her new job.	b. reporting information
a	3. Eugene says, "Good Morning! How are you?"	c. giving an opinion
b	4. Beth announces that Jim and Sue are getting married.	d. telling feelings and emotions
		e. sharing emotions and ideas

Competency:

Duty Area: B Identifying Communication Skills

Task: 1 Describe influences upon family and peer communication

Performance Objective:

Given: Given a description,

Task: the student identifies verbal and nonverbal methods of communication

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

John's mother has spent the afternoon fixing his favorite dinner. When he comes in after school, she is talking on the phone. How can John let his mother know how pleased he is without interrupting her conversation?

a. wave as he goes to his room

b. * give her a hug and a kiss

c. wink at her

d. sample the dessert

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Communication Skills

Task: 2 Analyze messages in personal communication patterns

Performance Objective:

Given: Given a list,

Task: the student distinguishes between gestures that promote positive and negative communication

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "P" before the positive communication and "N" before the negative communication.

P 1. open palm

P 2. head held high

N 3. nervous gestures

N 4. closed fist

N 5. clearing throat

P 6. arms swinging freely when walking

N 7. hands on side at waist

N 8. lower lip protruding

P 9. coat unbuttoned

P 10. shoulders upright

Competency:

Duty Area: B Identifying Communication Skills

Task: 2 Analyze messages in personal communication patterns

Performance Objective:

Given: Given a list,

Task: the student selects ways to improve communication

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "P" before positive communication techniques and "N" before the negative communication techniques.

P 1. use "I" messages rather than "you" messages

P 2. choose appropriate time to communicate

N 3. give your point of view first

P 4. indicate your honest wish to talk

P 5. maintain a pleasant tone of voice

P 6. avoid critical or sarcastic remarks

N 7. react without thinking

P 8. use questions wisely

P 9. think before responding to a question

N 10. begin by blaming the other person

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: B Identifying Communication Skills

Task: 2 Analyze messages in personal communication patterns

Performance Objective:

Given: Given a statement,

Task: the student identifies ways to improve communication

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Gestures may say one thing while the mouth is saying another.

T 2. Maintaining eye contact is of major importance for positive communication.

F 3. Bringing up a previous argument is a good way to clear the air.

Competency:

Duty Area: B Identifying Communication Skills

Task: 3 Distinguish between friendship and love relationships

Performance Objective:

Given: Given a choice,

Task: the student distinguishes between friendship and love

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When distinguishing between friendship and love, which describes friendship?

a. * a special sharing due to common interests and personalities

b. often begins with a dream each hopes the other will become

c. a feeling of lightheartedness and tender emotion

d. develops gradually through many days and nights

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: B Identifying Communication Skills

Task: 3 Distinguish between friendship and love relationships

Performance Objective:

Given: Given a situation,

Task: the student identifies one characteristic of a friendship

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes a friendly relationship between two people?

a. Brian feels a combination of surprise, happiness, and a warm glow, when he finds the carnation Shelly sent him.

b. Lucia and Juan spend time happily fixing his pickup and cooking meals. They talk about everything, accepting each other for what they are, sharing joys, sensing each other's moods and troubles.

c. * Larry thinks Leigh is outgoing and fun to be with. Their last names both start with the same letter, so they get to sit together in class.

d. Susie feels supercharged, alive, and alert when she is with Chad. She craves being with him and fears rejection by him.

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: B Identifying Communication Skills

Task: 4 Evaluate factors influencing dating and mate selection

Performance Objective:

Given: Given a choice,

Task: the student recognizes theories that describe reasons people are attracted to one another

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which theory of attraction usually leads to infatuation rather than a lasting relationship?

a. exchange

b. similarity

c. complementarity

d. * ideal other

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Communication Skills

Task: 4 Evaluate factors influencing dating and mate selection

Performance Objective:

Given: Given a statement,

Task: the student identifies factors influencing mate selection

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Parents' qualities, similarity of values, religion, race, age, and health influence dating and mate selection.

F 2. Physical features are one of the most important influences for mature young adults.

F 3. People seeking mates whose qualities make up for their own personality weaknesses is an example of physical needs influencing mate selection.

Competency:

Duty Area: B Identifying Communication Skills

Task: 5 Analyze strategies for dealing with conflict and crisis

Performance Objective:

Given: Given a statement,

Task: the student identifies ways emotions affect daily interaction

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which age group fits the description: intense surges of love, hate, fits of jealousy, periods of elation and depression?

a. middle age

b. old age

c. * adolescence

d. pre-teen years

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Communication Skills

Task: 5 Analyze strategies for dealing with conflict and crisis

Performance Objective:

Given: Given a statement,

Task: the student identifies ways emotions affect daily interaction

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which emotion is characterized by a lack of interest in living and having fun?

a. anxiety

b. * depression

c. rejection

d. elation

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Communication Skills

Task: 5 Analyze strategies for dealing with conflict and crisis

Performance Objective:

Given: Given a statement,

Task: the student identifies ways emotions affect daily interaction

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an emotional reaction varying from a direct physical or verbal attack to a state of icy silence or denial?

a. * anger

b. humiliation

c. uneasiness

d. ecstacy

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: B Identifying Communication Skills

Task: 5 Analyze strategies for dealing with conflict and crisis

Performance Objective:

Given: Given a list,

Task: the student identifies methods of coping

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the definition with its coping method.

COPING METHODS		DEFINITIONS
c	1. approach	a. acts younger than age
e	2. avoidance	b. steers negative emotion to something less threatening
f	3. forgetting	c. attacks source of problem directly
a	4. regression	d. channels negative emotion into a worthwhile project
g	5. blaming	e. temporarily retreats
b	6. switching targets	f. blots the truth from memory
d	7. redirecting	g. accuses others rather than admitting fault
		h. avoids truth by claiming it never happened

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 1 Recognize various family patterns and lifestyles

Performance Objective:

Given: Given a statement,

Task: the student recognizes responsibilities of lifestyle choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Personal life style choices are continuous, varying little with the life cycle.

T 2. Deciding on a lifestyle that is both suitable and pleasing is everyone's personal responsibility.

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 1 Recognize various family patterns and lifestyles

Performance Objective:

Given: Given a statement,

Task: the student identifies various lifestyles

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Single living is a lifestyle choice of incompetent, immature people who accept novel ways of living.

F 2. Cohabitation is a choice for those who seek companionship, sex, love, and security in a legally binding state.

T 3. A commune is a group of people sharing a single lifestyle because of common ideals or religious principals.

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 2 Describe stages of family development

Performance Objective:

Given: Given a choice,

Task: the student recognizes the stages of family development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The "empty nest" syndrome most often occurs during which life stage?

a. young adult

b. * middle age

c. retirement

d. old age

(NOTE: * represents correct response)

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 2 Describe stages of family development

Performance Objective:

Given: Given a choice,

Task: the student recognizes the stages of family development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The goals of job advancement and family stability typically occur during which stage of the life cycle?

a. * young adult

b. middle years

c. retirement

d. old age

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 2 Describe stages of family development

Performance Objective:

Given: Given stages of family development,

Task: the student identifies the order of development

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the stages of family development by using letters a, b, c, d, e, f.

c 1. families with school-age children

f 2. aging families

a 3. newly established couples

e 4. post-parental families

d 5. families with adolescents and young adults

b 6. childbearing families

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 5 Describe individual roles in managing family resources

Performance Objective:

Given: Given a list,

Task: the student defines available family resources

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the definition with the resource.

RESOURCES			DEFINITIONS	
c	1.	financial	a.	clean air, water, oil, minerals, timber, land
d	2.	human	b.	cars, telephones, light bulbs, money
e	3.	community	c.	money income
a	4.	natural	d.	time, energy, skills, knowledge, and family
b	5.	technological	e.	ball parks, bike paths, libraries, churches, schools, police

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 4 Appraise problem solving and decision making skills

Performance Objective:

Given: Given the steps to the decision-making process,

Task: the student identifies how to apply skills of problem solving and decision making

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the description to the identifying decision making step.

	STEPS	DESCRIPTIONS
c	1. identify concerns	a. prepare to be financially, emotionally, and physically ready to be parents
a	2. set a goal	b. do what is planned
e	3. form a plan	c. decide whether or not to become a parent
b	4. act	d. determine whether goal has been reached
d	5. follow-up	e. consider skills and resources, make a timetable, list alternate plans and decide ways to recognize accomplishments
		f. schedule time for father to care for the baby so the mother can continue to work

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 3 Appraise ways to manage multiple roles and responsibilities

Performance Objective:

Given: Given a statement,

Task: the student identifies ways to manage multiple roles and responsibilities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which answer reflects management of a multiple role family?

a. split tasks automatically without need to discuss who will do various chores

b. plan how to balance the regular work load evenly and fairly

c. cut down on work at home and worry less

d. older children take care of own needs and share family chores

e. * all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 3 Appraise ways to manage multiple roles and responsibilities

Performance Objective:

Given: Given a statement,

Task: the student distinguishes between the dual roles of career and family

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The multiple roles of homemaker and wage earner are characterized by a husband and a wife.

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 4 Appraise problem solving and decision making skills

Performance Objective:

Given: Given a list,

Task: the student recognizes methods of problem solving and decision making

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the description with the method of solving problems.

METHODS			DESCRIPTIONS	
b	1.	impulsive	a.	believe that wanting something will make it happen
h	2.	fatalistic	b.	jump in without thinking about the consequences
f	3.	dependent	c.	can't decide, so do nothing
d	4.	delaying	d.	put off making decisions
i	5.	agonizing	e.	if it feels right, do it
a	6.	wishing on a star	f.	let someone else decide
e	7.	intuitive	g.	consider all of the alternatives, then make a decision
c	8.	paralysis	h.	feel everyone and everything is working against you
			i.	go over the alternatives a dozen times, but end up more confused

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 5 Describe individual roles in managing family resources

Performance Objective:

Given: Given a situation,

Task: the student identifies the use of resources

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes washing your sister's car in exchange for her help in studying for your math test?

a. self-employment

b. short-term goal

c. * bartering

d. deferred satisfaction

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 5 Describe individual roles in managing family resources

Performance Objective:

Given: Given a situation,

Task: the student identifies the use of resources

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the method used to build a bookcase from leftover bricks and boards instead of buying a new one?

a. * resource substitution

b. bait and switch

c. bartering

d. self-employment

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: C Appreciating Types of Lifestyles

Task: 5 Describe individual roles in managing family resources

Performance Objective:

Given: Given a situation,

Task: the student identifies the use of resources

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would define the act of saving water by taking short showers or recycling bottles and aluminum cans?

a. resource dependency

b. resource satisfaction

c. bartering

d. * conserving resources

(NOTE: * represents correct response)

Competency:

Duty Area: D Appreciating Factors Influencing Decisions and Choices Related to Parenting

Task: n.a. n.a.

Performance Objective:

Given: Given a choice,

Task: the student identifies factors influencing choices related to parenting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes why married adults traditionally have been expected to have children?

a. adult's appeal for children

b. curiosity about having children

c. * conditioning by society

d. desire to take all that life has to offer

(NOTE: * represents correct response)

Competency:

Duty Area: D Appreciating Factors Influencing Decisions and Choices Related to Parenting

Task: n.a. n.a.

Performance Objective:

Given: Given a choice,

Task: the student identifies factors influencing choices related to parenting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which refers to the desire to have children that comes from a basic, powerful, natural urge?

a. family identification

b. * adult love

c. an adult's appeal of children

d. curiosity about having children

(NOTE: * represents correct response)

Competency:

Duty Area: D Appreciating Factors Influencing Decisions and Choices Related to Parenting

Task: n.a. n.a.

Performance Objective:

Given: Given a statement,

Task: the student recognizes factors to consider before deciding to have children

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which emphasizes the importance of caring for babies and young children as a job that requires two sets of hands, two heads, and two hearts?

a. financial security

b. parental approval

c. single parenthood

d. * stable relationship

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a list,

Task: the student identifies personal characteristics required in family-oriented careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which characteristic is required for a career in family living and parenthood?

a. artistic

b. enterprising

c. * social

d. realistic

(NOTE: * represents correct response)

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a statement,

Task: the student identifies a reliable source of current career information

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a source of current career information that gives the nature of work, working conditions, training, earnings, and job potential?

a. * Occupational Outlook Handbook

b. Local Civil Service Bulletins

c. Dictionary of Occupational Titles

d. Private Counseling Agencies

(NOTE: * represents correct response)

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 2 Identify careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes approaches to personal career choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. When choosing a career it is important to read widely, ask questions, observe on-the-job activity, and get some work experience.

T 2. In narrowing career choices to a specialty area, consider present salary, job availability, educational requirements, need of relocation for advancement, and reimbursement of job-related expenses.

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 2 Identify careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes careers in the family living and parenthood field

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Family-life educators conduct discussion groups to enable children and parents to express their needs and experience one another's viewpoint.

F 2. A social worker specializes in helping families with emotional problems regain mental health.

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes specific conditions in home economics careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Home economists work to improve products, services, and practices that affect the comfort and well-being of the family.

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: E Recognizing Careers in Family Living and Parenthood

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes specific careers in home economics

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a characteristic of a home economics career in family living and parenthood?

a. research and test products for businesses

b. help people adapt who have mental, physical, or emotional needs

c. teach adult education classes

d. * advise and counsel home management, consumer and budgeting issues

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a statement,

Task: the student identifies a home-based home economics business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Identify the business that could be a successful home-based home economics business?

a. * child care

b. meat processor

c. fast food outlet

d. dry cleaning service

(NOTE: * represents correct response)

FAMILY LIVING AND PARENTHOOD

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a statement,

Task: the student recognizes the importance of entrepreneurship in the home economics area

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why is home economics the perfect conduit for teaching entrepreneurship?

a. Grooming and personal care are important for success on the job.

b. A career and homemaking combined require good home management skills.

c. * Economic concepts and skills are integrated into home economics classes.

d. Social skills are emphasized as you practice group activities.

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list,

Task: the student identifies what an entrepreneur does

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which identifies entrepreneurship?

a. obtains skills to work for someone

b. * starts own business

c. helps small business grow larger

d. manages a business with flexible hours and good income

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list,

Task: the student recognizes who is an entrepreneur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** the title of an entrepreneur?

a. capitalist

b. * laborer

c. executive

d. financier

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a statement,

Task: the student identifies characteristics of entrepreneurship

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a job characteristic of an entrepreneur?

a. working hours are 8:00 a.m. to 5:00 p.m.

b. relaxing after working hours and forgetting about the business, decisions can be put off until tomorrow

c. working tasks are inspected by a supervisor

d. * making decisions, hiring and firing people, working late, planning the next day's work

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a statement,

Task: the student recognizes the advantages of being an entrepreneur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an advantage of being an entrepreneur?

a. * giving the best goods and services for the price, you can become a larger business

b. having flexible hours gives you more time for yourself

c. working for yourself means there is less stress

d. seeing your instructions being followed successfully boosts the ego

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Leadership involves both leading and following.

T 2. Leadership reaches out and shares personal skills and resources.

F 3. Leadership is an autocratic process.

F 4. Leadership traits are inherited.

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Family Living and Parenthood Class sponsored a school assembly on self-esteem. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power of One recognition using letters a,b,c,d,e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a,b,c,d,e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)